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2005-2006 Final Program Report ESEA Title II, Part A—Teacher and Principal Recruiting and Training Fund

| | | | |
|---|---------------|-----------------|-------|
| Project Number | District Name | County Name | LE |
| Person Completing Report: (must be Title II-A Project Director) | | | Title |
| Telephone | Fax | Mailing Address | |

1. Send the completed report to Patricia Johnson, Title II-A Specialist, Office of Public Instruction, PO Box 202501, Helena, MT 59620-2501. Retain a copy in the district project file.
2. This report is due at the end of the project but no later than **November 10, 2006**.

To the best of my knowledge, the information contained in this report is accurate and complete, and reflects the needs and activities of all participants receiving funds under ESEA Title II-A.

Type or Printed Name of Designated Authorized Representative for ESEA Consolidated Program:

| | | |
|-------------------------------------|-------|------|
| Authorized Representative Signature | Title | Date |
|-------------------------------------|-------|------|

SECTION I - DIRECTIONS:

1. **ALL districts must complete this page.**
2. Failure to complete and return this report may delay the release of current and future Title II-A funds.
3. This final report must reflect the districts 2005-06 approved application which is online at **data.opi.mt.gov/FCA06**. On that page, find your Legal Entity (LE) number and open the PDF file. This is the only legal copy of the approved application.
4. If 100% of the Title II-A funds were redirected to other programs, complete only this page.
5. If less than 100% of the Title II-A funds were redirected to other titles, the applicable pages must be completed. See Section III.
6. Report on the district progress toward the goal of **raising student achievement** with the activities undertaken with the Title II-A program.

SECTION II - REDIRECTIONS OF THE USE OF FUNDS:

1. Was the use of funds **from the Title II, Part A program** redirected into other title programs?
☐ Yes. Please specify below. ☐ No. Do not complete this section
☐ Redirected under Title VI, Part B, Subpart 1 (Small Rural Schools - 100% maximum)
☐ Redirected under Title VI, Part A, Subpart 2 (General Transferability - 50% maximum)

| | |
|--|----------|
| % of these Title funds were redirected <u>to</u> Title | program. |
| % of these Title funds were redirected <u>to</u> Title | program. |
| % of these Title funds were redirected <u>to</u> Title | program. |
2. Was the use of funds from other title programs redirected into the Title II, Part A program?
☐ Yes. Please specify below. ☐ No. Do not complete this section
☐ Redirected under Title VI, Part B, Subpart 1 (Small Rural Schools - 100% maximum)
☐ Redirected under Title VI, Part A, Subpart 2 (General Transferability - 50% maximum)

| | |
|------------|---|
| % of Title | funds were redirected <u>to</u> Title II, Part A program. |
| % of Title | funds were redirected <u>to</u> Title II, Part A program. |
| % of Title | funds were redirected <u>to</u> Title II, Part A program. |

SECTION III - SUMMARY OF DISTRICT TITLE II-A PROGRAM ACTIVITIES:

% of Title II-A activities were used for Professional Development. (Complete pages 4-7).
% of Title II-A activities were used for Class Size Reduction (Complete page 8).
% of Title II-A activities were used for Retaining Highly Qualified teachers¹ **with a record of raising student achievement** (Pages 8-9).
% of Title II-A activities were used for Recruitment of Highly Qualified teachers¹ for hard to fill positions (Pages 9-10).

2005-2006 FINAL PROGRAM REPORT

ESEA TITLE II, PART A—TEACHER AND PRINCIPAL TRAINING AND RECRUITING FUND

LE:

ESEA TITLE II, PART A INFORMATION

Purpose. The purpose of ESEA Title II, Part A is to **increase student achievement** by improving the effectiveness of teaching.

Requirements for Title II, Part A Activities. Districts must use Title II, Part A funds to **measurably raise** student achievement, **particularly the achievement of low-performing students**. Applicants must show that the activities carried out under Title II, Part A are:

- Tied to challenging state and local standards, and
- Based upon a review of scientifically based research, and
- Have a substantial, measurable, and positive impact on student achievement.

All activities must be based upon:

- A local needs assessment which may be the one conducted for the Five-Year Comprehensive Education Plan,
- Scientifically researched practices,
- Disaggregated data, and
- Targeting the lowest performing schools, teachers, and students.

These activities must be used as part of a broader strategy to eliminate the achievement gap that separates the low-income and minority students from other students. Professional development activities must be coordinated with other federal, state, and local programs.

Professional Development Requirements. Districts must ensure the professional development needs of teachers and principals are met by including them, as well as parents, in needs assessment and planning. In addition to meeting the above criteria, professional development must be regularly evaluated for effectiveness, and must not be isolated one-day conferences or workshops. Training provided must be in the core content area taught and in teaching strategies that enable teachers to teach and address the needs of students with different distinct learning styles, improve student classroom behavior, and/or understand how to use data and assessments to improve classroom practice and student learning.

Local Needs Assessment Required. Each applicant district must conduct an assessment of local needs for professional development and hiring. Teachers, including Title I teachers, must be involved in the needs assessment and subsequent planning. The needs assessment must take into account activities that will give teachers subject matter and teaching skills and give principals instructional leadership skills to help teachers to help students meet challenging state and local achievement standards. This needs assessment must take into account an analysis of the disaggregated data to identify students most likely to be at risk of not performing at proficient levels on measures aligned to state standards.

Serving Nonpublic Schools. Nonpublic schools, including home schools, must be invited to participate in the services of federal programs. Nonpublics may receive only professional development under Title II, Part A.

Non-supplanting Requirement. Expenditures must supplement, not supplant (replace) district funding responsibilities.

Measurable Long-Term Goal(s)

(How Many and Which Students) will (Achievement Description) (3-5 Year Time Frame) as measured by [Name of Data Source(s)].

Example—

90% of students in grades 8 will score Proficient in Mathematics Concepts by Spring 2010 as Measured by MontCAS Phase 2.

2005-2006 FINAL PROGRAM REPORT

ESEA TITLE II, PART A—TEACHER AND PRINCIPAL TRAINING AND RECRUITING FUND

LE:

PURPOSE

The purpose of ESEA Title II, Part A is to increase **student academic achievement** by improving the effectiveness of teaching.

PROPOSED ACTIVITIES

Within parameters, Title II, Part A allows the following activities: professional development, reduction of class size, retention of highly qualified teachers¹, and recruitment of highly qualified teachers,¹ all **to raise student achievement**. Districts choose which of these activities meet their identified needs to improve student achievement. Please complete the following pages for Title II-A activities that were funded with Title II-A:

1. Professional development (pages 4-7)
2. Reduction of class size (page 8)
3. Retention of highly qualified teachers¹ (pages 8-9)
4. Recruitment of highly qualified teachers¹ (pages 9-10)

Professional development using scientifically based research and designed to increase student achievement.

Allowable professional development activities will improve the knowledge of teachers and principals and, in appropriate cases, paraprofessionals in:

1. Professional development in knowledge of the core academic subjects² that the teachers teach,
2. Professional development in improving teaching practices (effective instructional strategies, methods, and skills) and the use of challenging state standards,
3. Professional development in teaching and addressing the needs of students with different learning styles, particularly students with different learning needs (including gifted and talented) and students with limited English proficiency,
4. Professional development in improving student behavior in the classroom and identifying early and appropriate interventions to help students described in (C) learn,
5. Professional development in involving parents in their child's education, and
6. Professional development in understanding and using data and assessments to improve classroom practice and student learning.

Please note that training in technology alone is not an allowable Title II-A expenditure. However, training teachers to use technology to teach the core² academic areas is encouraged.

If professional development was provided using Title II-A funds, please fill out **Professional Development on pages 4-7.**

¹ A highly qualified teacher at a minimum is certified and endorsed for the position to which assigned.

² Core academic subjects are English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. [ESEA Title IX, Part A, Section 9101 Definitions, (11)]

2005-2006 FINAL PROGRAM REPORT

ESEA TITLE II, PART A—TEACHER AND PRINCIPAL TRAINING AND RECRUITING FUND

LE:

PROFESSIONAL DEVELOPMENT

This final report must reflect the district 2005-06 approved application which is online at data.opi.mt.gov/FCA06. On that page, find your Legal Entity (LE) number and open the PDF file, which is the only legal copy of the approved application. Review page 16 of your online approved application before completing this section.

Were Title II, Part A and redirected funds used for professional development?

- ☐ Yes (complete this section)
☐ No (do not complete this section)

Percentage of district Title II, Part A allocation and funds redirected into Title II, Part A used for professional development:

%

Below write the long-term student achievement goal(s) from your online approved application:

1. Was professional development in knowledge of the core academic subjects¹ that the teachers teach provided to teachers, principals, and relevant paraprofessionals?

- ☐ Yes (fill out this section) ☐ No (leave this section blank)

(a) What data was used to determine the need for professional development for teachers, principals, and relevant paraprofessionals in the core content area(s) the teachers teach?

☐ Low student achievement scores in the core content area of

- | | | |
|--|---|------------------------------------|
| <input type="checkbox"/> Mathematics | <input type="checkbox"/> Reading or language arts | <input type="checkbox"/> History |
| <input type="checkbox"/> Science | <input type="checkbox"/> World languages | <input type="checkbox"/> Geography |
| <input type="checkbox"/> English | <input type="checkbox"/> Civics & Government | <input type="checkbox"/> Economics |
| <input type="checkbox"/> Teacher surveys | | |
| <input type="checkbox"/> Administrator observation | | |

(b) What professional development was offered to teachers, principals, and relevant paraprofessionals?

- | | |
|--|--|
| <input type="checkbox"/> Training in mathematics | <input type="checkbox"/> Training in reading or language arts |
| <input type="checkbox"/> Training in science | <input type="checkbox"/> Training in world languages |
| <input type="checkbox"/> Training in English | <input type="checkbox"/> Training in civics, government, history, geography or economics |

2. Was professional development in improving teaching practices (effective instructional strategies, methods, and skills) and the use of challenging state standards provided to teachers, principals, and relevant paraprofessionals?

- ☐ Yes (fill out this section) ☐ No (leave this section blank)

¹ Core academic subjects are English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography

2005-2006 FINAL PROGRAM REPORT

ESEA TITLE II, PART A—TEACHER AND PRINCIPAL TRAINING AND RECRUITING FUND

LE:

- (a) What data was used to determine the need for professional development for teachers, principals, and relevant para-professionals in improving teaching practices (effective instructional strategies, methods, and skills) and the use of challenging state standards?

- | | | | |
|---|--------------------------------------|---|------------------------------------|
| <input type="checkbox"/> Low student achievement scores in the core content area of | <input type="checkbox"/> Mathematics | <input type="checkbox"/> Reading or language arts | <input type="checkbox"/> History |
| | <input type="checkbox"/> Science | <input type="checkbox"/> World languages | <input type="checkbox"/> Geography |
| | <input type="checkbox"/> English | <input type="checkbox"/> Civics & government | <input type="checkbox"/> Economics |
| <input type="checkbox"/> Teacher surveys | | | |
| <input type="checkbox"/> Administrator observation | | | |

- (b) What professional development was offered to teachers, principals, and relevant paraprofessionals in improving teaching practices and the use of challenging state standards?

- ☐ Improving instructional strategies
- ☐ Improving instructional methods
- ☐ Improving instructional skills
- ☐ Improving the use of challenging state standards
- ☐ Other (specify)
- ☐ Other (specify)

3. **Was professional development in teaching and addressing the needs of students with different learning styles, particularly students with different learning needs (including gifted and talented) and students with limited English proficiency provided to teachers, principals, and relevant paraprofessionals?**

- ☐ Yes (fill out this section) ☐ No (leave this section blank)

- (a) What **data** was used to determine the need for professional development for teachers, principals, and relevant para-professionals in teaching and addressing the needs of students with different learning styles, particularly students with different learning needs (including gifted and talented) and students with limited English proficiency?

- | | | | |
|---|--------------------------------------|---|------------------------------------|
| <input type="checkbox"/> Low student achievement scores in the core content area of | <input type="checkbox"/> Mathematics | <input type="checkbox"/> Reading or language arts | <input type="checkbox"/> History |
| | <input type="checkbox"/> Science | <input type="checkbox"/> World languages | <input type="checkbox"/> Geography |
| | <input type="checkbox"/> English | <input type="checkbox"/> Civics & government | <input type="checkbox"/> Economics |
| <input type="checkbox"/> Teacher surveys | | | |
| <input type="checkbox"/> Administrator observation | | | |
| <input type="checkbox"/> Other (specify) | | | |

- (b) What professional development was offered to teachers, principals, and relevant paraprofessionals in addressing the needs of students with different learning styles?

- ☐ How to teach the gifted and talented
- ☐ How to teach English language learners
- ☐ How to teach the ethnic minority students attending this school
- ☐ How to teach low-income students
- ☐ Other (specify)
- ☐ Other (specify)

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ESEA TITLE II, PART A—TEACHER AND PRINCIPAL TRAINING AND RECRUITING FUND

LE:

4. Was professional development in improving student behavior in the classroom and identifying early and appropriate interventions to help students described in (3) above learn provided to teachers, principals, and relevant paraprofessionals?

☐ Yes (fill out this section) ☐ No (leave this section blank)

- (a) What **data** was used to determine the need for professional development for teachers, principals, and relevant paraprofessionals in improving student behavior in the classroom and identifying early and appropriate interventions to help students described in (3) above learn?

- ☐ High numbers of incidences of discipline referrals
☐ High numbers of reported bullying incidents
☐ School/community survey
☐ Other (specify)

- (b) What professional development was offered to teachers, principals, and relevant paraprofessionals in improving student behavior in the classroom and identifying early and appropriate interventions to help students described in (3) above learn?

- ☐ Training in how the help students resolve conflict
☐ Training in how to help students communicate their feelings toward others
☐ Training in how to use appropriate early interventions for gifted and talented students
☐ Training in how to use appropriate early interventions for limited English proficiency
☐ Training in how to use appropriate early interventions for ethnic minority students
☐ Training in how to use appropriate early interventions for low-income students
☐ Other (specify)
☐ Other (specify)

5. Was professional development in how to involve parents in their child's education provided to teachers, principals, and relevant paraprofessionals?

☐ Yes (fill out this section) ☐ No (leave this section blank)

- (a) What **data** was used to determine the need for professional development for teachers, principals, and relevant paraprofessionals in involving parents in their child's education?

- ☐ Parent surveys
☐ Teacher surveys
☐ Student surveys
☐ Parent participation in parent-teacher conferences and school open houses
☐ Parent volunteerism
☐ Ethnicity (white, black, Asian, middle-Eastern, Native American, etc)
☐ Attendance and/or drop out data
☐ Other (specify)
☐ Other (specify)

• NOTE: Title II, Part A does not fund parent activities such as newsletters nor training for parents. •

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ESEA TITLE II, PART A—TEACHER AND PRINCIPAL TRAINING AND RECRUITING FUND

LE:

- (b) What professional development was offered to teachers, principals, and relevant paraprofessionals in involving parents in their child's education?

- ☐ Training in how to involve parents in the child's learning
- ☐ Training in effective communication with the community
- ☐ Training in trust-building skills
- ☐ Training in how to communicate with parents about classroom work
- ☐ Training in helping parents understand how to help students learn
- ☐ Other (specify)
- ☐ Other (specify)

6. Was professional development in understanding and using data and assessments to improve classroom practice and student learning provided to teachers, principals, and relevant paraprofessionals?

- ☐ Yes (fill out this section) ☐ No (leave this section blank)

- (a) What **data** was used to determine the need for professional development for teachers, principals, and relevant paraprofessionals in understanding and using data and assessments to improve classroom practice and student learning?

- ☐ Teacher surveys
- ☐ Student achievement scores
- ☐ Appropriate uses of data
- ☐ Other (specify)
- ☐ Other (specify)

- (b) What professional development was offered to teachers, principals, and relevant paraprofessionals in understanding and using data and assessments to improve classroom practice and student learning?

- ☐ Professional development about data collection
- ☐ Professional development about data storage
- ☐ Professional development about data retrieval
- ☐ Professional development about meaningful uses of data
- ☐ Professional development about the use of data to improve classroom instruction
- ☐ Professional development about the use of data to improve student achievement
- ☐ Other (specify)
- ☐ Other (specify)

2005-2006 FINAL PROGRAM REPORT

ESEA TITLE II, PART A—TEACHER AND PRINCIPAL TRAINING AND RECRUITING FUND

LE:

CLASS SIZE REDUCTION

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Did you use Title II, Part A and redirected funds for class size reduction?

- ☐ Yes (complete this section)
☐ No (do not complete this section)

Percentage of district Title II, Part A allocation and funds redirected into Title II, Part A used for class size reduction:
%

Below write the long-term student achievement goal(s) from page 17 of your online approved application:

What grade level or subject was reduced in size?

- | | |
|--|----------------------------------|
| <input type="checkbox"/> Kindergarten | <input type="checkbox"/> Grade 3 |
| <input type="checkbox"/> Grade 1 | <input type="checkbox"/> Grade 4 |
| <input type="checkbox"/> Grade 2 | <input type="checkbox"/> Grade 5 |
| <input type="checkbox"/> Other (specify) | |
| <input type="checkbox"/> Other (specify) | |

What was the student/teacher ratio before the class was reduced in size?

What was the student/teacher ratio after the class was reduced in size?

What increase in student achievement resulted due to this class size reduction?

RETENTION OF EXCEPTIONAL TEACHERS

NOTE: No raises to all or selected staff may be given. No salaries may be paid.

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Did you use Title II, Part A and redirected funds for teacher retention?

- ☐ Yes (complete this section)
☐ No (do not complete this section)

Percentage of district Title II, Part A allocation and funds redirected into Title II, Part A used for teacher retention:
%

(a) Was mentoring and/or support provided for those in the first three years of service?

- ☐ Yes (complete this section)
☐ No (do not complete this section)

2005-2006 FINAL PROGRAM REPORT

ESEA TITLE II, PART A—TEACHER AND PRINCIPAL TRAINING AND RECRUITING FUND

LE:

(b) How was mentoring provided to teachers in the first three years of service?

- ☐ A formal mentoring program is maintained in the district
Individual mentoring was provided by an exemplary
- ☐ Teacher
 - ☐ Administrator
 - ☐ Other (specify)
 - ☐ Other (specify)

(c) How was support offered to teachers in the first three years of service?

- ☐ Ongoing sustained targeted professional development to the teacher
- ☐ Released time for specific professional development activities
- ☐ Released time to observe an exemplary teacher and incorporated learned practices classroom teaching
- ☐ Provided smaller class sizes to this person
- ☐ Released the teacher from extracurricular responsibilities
- ☐ Other (specify)
- ☐ Other (specify)

(d) Was a retention incentive offered to an exceptional teacher with a record of improving the achievement of low-performing students?

- ☐ Yes (complete this section)
- ☐ No (do not complete this section)

(e) What incentive was offered?

What data was used to determine the need for providing this incentive?

- ☐ Three or more years of consistent student achievement data showing significant gains of low income and low achieving students due specifically to this teacher
- ☐ Students under this teacher showed significantly increased attendance and graduation rates due to the influence of this teacher
- ☐ Other (specify)
- ☐ Other (specify)

RECRUITMENT OF HIGHLY QUALIFIED TEACHERS

NOTE: This is a one-time incentive and cannot be continued after the first year; does not pay salary.

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Did you use Title II, Part A and funds redirected into Title II, Part A for teacher recruitment?

- ☐ Yes (complete this section)
- ☐ No (do not complete this section)

2005-2006 FINAL PROGRAM REPORT

ESEA TITLE II, PART A—TEACHER AND PRINCIPAL TRAINING AND RECRUITING FUND

LE:

Percentage of district Title II, Part A allocation and redirected funds used for teacher recruitment: %

(a) What one-time recruitment incentive was offered?

- ☐ Reduced class size for one year
- ☐ Provide visits to another school and incorporate learned practices into teaching
- ☐ Pay moving expenses
- ☐ One-time signing bonus of \$
- ☐ Other (specify)
- ☐ Other (specify)

(b) How did you measure increased student achievement due to the presence of this teacher?

- ☐ Student achievement in the core area taught increased by %
- ☐ Drop out data dramatically decreased due to this teacher
- ☐ The program headed by this teacher improved
- ☐ Community perception of the program improved
- ☐ Student attendance increased dramatically due to this teacher
- ☐ Other (specify)
- ☐ Other (specify)